2023

TRENDS IN K–12 EDUCATION

HR HANOVER RESEARCH®

2023 TRENDS IN K–12 EDUCATION

INTRODUCTION

As K–12 districts and leadership around the nation emerge from the disruption of COVID-19, they're focusing significant effort on moving forward. Even so, a host of pandemic-related challenges remain, and addressing them is no small feat.

Declining national math and reading scores have shown how much work remains to achieve full academic recovery. Students and staff continue to face mental health crises, and historically high turnover strains teacher bandwidth and well-being.

Amid all of this, K–12 leaders are focused on developing new strategic plans, action plans, and instructional programs for a changed landscape, all while targeting long-term goals and successes. It's a huge undertaking, one made even more difficult in an atmosphere where polarized public discourse permeates the classroom, often putting teachers and the public at odds when it comes to addressing sensitive subject matter. But for school districts to find solutions, discourse has to happen. Tackled with energy and empathy, these challenges offer leaders an opportunity to enact meaningful change.

Hanover's **2023 Trends in K–12 Education** report highlights both new and ongoing issues and priorities that we anticipate remaining prominent throughout the coming year. The trends, recommendations, and case studies outlined in this report are drawn from Hanover's K–12 experience researching, advising, and collaborating with hundreds of local, regional, and state education agencies across the nation. By sharing these insights, we hope to help district leaders make informed decisions about the complex challenges they face — decisions that can have positive, lasting effects on their schools and communities.

Sincerely,
Leila Nuland, PhD, *Senior Managing Content Director*
Marriam Ewaida, PhD, *Managing Director*

To read about last year's trends, download the report, **2022 Trends in K–12 Education** or visit **Hanover's resources page** for additional K–12 insights.

EXECUTIVE SUMMARY

Hanover is privileged to partner closely with a broad range of K–12 education organizations across the country, including public school districts, state and regional education agencies, and professional organizations. Working with more than 300 school districts that serve urban, suburban, and rural communities allows us to see and understand a comprehensive range of perspectives on the education landscape. As we support our members' efforts to serve their communities, we also learn from their experiences, including how they overcome challenges and seize opportunities.

Reflecting on K–12 education over the past year and where we see the sector heading, Hanover has identified **five trends that will shape K–12 education in 2023:**

TREND 1:	TREND 2:	TREND 3:	TREND 4:	TREND 5:
Leaders Transform Strategic Plans into Meaningful Action	Urgency Around Academic Recovery Heightens a Focus on High-Quality Instructional Design	Student Voice and Belonging Emerge as Critical Aspects of an Inclusive Learning Environment	Record-High Turnover Catalyzes Stronger Teacher Retention Strategies	Protecting Student Well-Being Demands Systemic Support
New leadership and a new era of learning prompt a revision of strategic plans and renew calls for districts to demonstrate measurable progress on goals through the use of action plans.	Thoughtful,tiered academic program planning, implementation, and evaluation take center stage as critical steps to ensure students realize their full learning potential.	Districts look to improve school climate by including student voice in key decisions.	A multipronged support strategy proves critical for giving teachers the physical and mental resources to succeed in the classroom and feel valued in their role.	To address the "whole child" including their social, emotional, mental, and physical needs, schools embrace a systemic approach that targets all elements of student wellness.

TREND 1: LEADERS TRANSFORM STRATEGIC PLANS INTO MEANINGFUL ACTION

Between evolving student needs and high leadership turnover, superintendents face pressure to move schools forward through effective strategic plans and action plans that bring them to life.
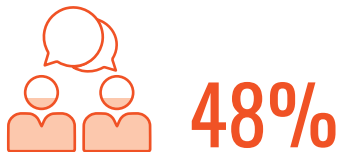
1 in 4

The number of school superintendents who left their jobs in the past year

95%

The percentage of superintendents who agree that the superintendent's job has gotten harder over the past decade

57%

The percentage of teachers who agree district and school leaders regularly model data use

48%

The percentage of community members who agree their school district communicates effectively with the community

Over the last three years, district and school leaders have been consumed by a nonstop wave of acute operational challenges, from remote learning to staffing shortages, health and safety concerns, and deciding how to use federal relief funds.

Addressing these day-to-day tasks can be all-consuming, leaving little time for strategic planning or future-focused thinking. But to move forward, that's exactly the type of thinking that must happen.

With many district leaders transitioning out of their roles, new leaders are inheriting outdated strategic plans and mission statements that no longer jibe with the current reality districts face. This gap presents a unique opportunity for incoming leaders to work with their school boards and community members to reimagine district wide plans in ways that not only align with the current landscape but are also better suited for navigating the road ahead.

PUTTING STRATEGIC PLANS INTO ACTION

Of course, it's not enough to simply develop a strategic plan. To make their plans successful, districts have to identify a plan for implementing it. This is where action planning becomes imperative.

Action plans align with each strategic goal to determine what specific actions the district will take, who is tasked with each action, when it will occur, what resources are required, and how the action step will be communicated.

Leaders should take time to ask a broad array of questions, including:

- What are our short- and long-term goals?
- What steps and resources are required to achieve them?
- How has the pandemic permanently shifted our course, and what's the plan if any issues resurface?

In communities that are exhausted with hardships and hungry for change, quick action can be tempting. But a clearly defined plan must come first. Along with typical educational objectives, it's critical that district leaders shift benchmarks to address newfound challenges over the long term in order to improve student outcomes, retain staff, and ensure well-being for students and staff alike.

DRIVING STRATEGY WITH PARTNERSHIP

Change may start at the top, but it flows into the community as a whole, affecting everyone from staff to students to families. Understanding this, superintendents must thoughtfully consider and address the diverse needs of many partners, all while striving to build district-wide consensus. This engagement is key when developing a strategic plan. Nurtured early and often, these partnerships can help districts achieve goals by mobilizing resources outside of the classroom and help sustain operations even after COVID-19 relief funds end.

Sources: American Association of School Administrators, RAND Corporation, Data Quality Campaign, Hanover Research

TAKE ACTION

Strategic planning helps school districts achieve organizational alignment, connect community members to a purpose, and address areas for improvement. Now more than ever, administrators must take their strategic planning a step further with action plans that operationalize objectives and monitor outcomes and successes over time. Effective action plans should incorporate the following information under each strategic goal and objective:

- Actions or changes that will occur
- People responsible for carrying out the changes
- Timeline of the changes
- Resources needed (e.g., money, staff, materials)
- District and school groups that need to be informed throughout the process

RELATED READING

To learn more about leading as a superintendent, check out the following resources:

- **New Superintendent Transition Toolkit,** designed to help leaders navigate their first 100 days

- **5 Tips to Lead Strategically as a New Superintendent,** a blog with key takeaways for leaders to deliver a common district vision and mission

- **Maximizing the First 100 Days: Incoming Superintendent Support,** a webinar panel discussion with K–12 leaders on best practices for thoughtful entry planning

- **Best Practices in District Leadership Strategic Thinking,** a guide to decision-making that promotes lasting growth and innovation *(Hanover member-only access)*

- **Strategic Planning Communication Guide,** a resource to communicate with partners throughout the phases of the strategic planning process *(Hanover member-only access)*

SPOTLIGHT:
Brunswick School Department

Brunswick Schools in Maine embarked on a strategic planning process in 2022 to reevaluate their priorities and set new goals by the end of the 2022–23 school year. The district worked with Hanover to establish distinct phases that allowed for ample data analysis and stakeholder input:

- Process Design: Develop the process and timeline
- Community Engagement: Solicit a wide range of stakeholders to participate in committees, facilitate focus groups, administer community-wide surveys
- Learning: Analyze key district data
- Strategic Plan Design: Author foundational statements, core values, beliefs, priorities, and an action plan
- Communication Plan: Share the strategic plan with the greater Brunswick community

To undertake the work, the district created a Strategic Plan Taskforce consisting of two groups: a Core Design Team to guide the focus and planning process and a Strategic Advisory Committee to engage in workshops to develop the plan.

"Knowing we have taken the time to pull in as many stakeholder voices into the strategic planning process as possible means that we will be able to take the final plan and turn it into effective strategic actions that will drive our entire district forward in the coming years."

— Phillip Potenziano, EdD, Superintendent

TREND 2: URGENCY AROUND ACADEMIC RECOVERY HEIGHTENS A FOCUS ON HIGH-QUALITY INSTRUCTIONAL DESIGN

Following the disruption of the pandemic, districts work to proactively foster student success and academic recovery through thoughtful program planning, implementation, and evaluation and a multi-tiered system of supports.
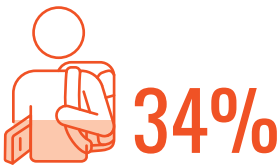
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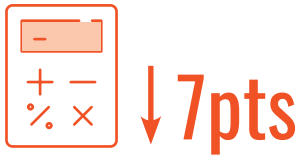
The drop in average math scores for fourth graders since the COVID-19 pandemic

13-18%

The percentage gap between Black, Hispanic, and multiracial students who achieved a 3.0 GPA in 2019 and their white peers

34%

The percentage of secondary school students who agree that students in their school are motivated to learn

70%

The percentage of K–12 administrators who cite funding as the primary barrier to program evaluation

As conversations around academic recovery evolve and pandemic relief funds begin to expire, districts around the nation face a crucial question: Are their programs working for each student in the district and, if not, how can they improve?

It's a question that became all the more imperative in fall 2022, when the National Assessment of Educational Progress (NAEP) report card showed significant drops in math and reading scores for children between 2019 and 2021. The outcomes underscored how deeply the pandemic affected student achievement — effects that will likely be felt for years to come — forcing district leaders to carefully assess program effectiveness and impact, across all student subgroups.

In 2023, with the tough work of academic recovery continuing and ESSER funding nearing an end, it's even more critical for schools and districts to understand which instructional policies, programs, and practices should continue and which ones to sunset.

EXAMINING PROGRAM IMPACT

In the pursuit of academic recovery district leaders are turning their focus to program assessment and evaluation to gauge the effectiveness of curricula and programs and identify how to strengthen them to advance student outcomes and ensure equity in program access and implementation.

The pandemic's interruption to learning has highlighted a critical need to provide high-quality, Tier-1 core instruction programming for all students along with a multi-tiered instructional and intervention system. This approach ensures that all students receive instruction within an evidence-based, scientifically researched core curriculum while under served or higher-need students have access to appropriate and targeted support to ensure their success.

Developing and implementing an effective, high-quality framework for evaluating these programs is critical to ensuring the best possible outcomes. Program evaluations enable districts to:

- Improve program and student achievement outcomes for every student
- Maximize program effectiveness
- Measure a program's effect on student learning
- Ensure access to high-quality programming for each student in the district
- Quantify the participation in and perception of programs among key district and school community members
- Understand how programs are implemented in the classroom

TAKE ACTION

Academic recovery is a critical challenge for schools around the nation, increasing the urgency for programs that enable all students to thrive. When educators thoughtfully evaluate programming and curriculum, they are better equipped to ensure all students have access to a high-quality standardized curriculum and instruction, with multiple avenues for providing additional tiered support to those who need it.

RELATED READING

To learn more about program evaluation, be sure to check out the following:

- **Step-by-Step Guide to Program Evaluations,** a guide to an effective and evidence-based program evaluation process

- **Building System Capacity for Program Evaluations**, a webinar with tips from district leaders on how to build capacity to effectively evaluate programming

- **Successful K–12 Program Implementation Toolkit,** guidance for launching high quality programs with the best chance of success

- **Academic Equity Workbook,** a hands-on tool to examine academic performance and systemic challenges

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CENTENNIAL
SCHOOL DISTRICT

SPOTLIGHT:
Centennial School District (CSD)

Located in Pennsylvania, CSD set out to assess the effectiveness of their English language arts (ELA) and math curricula. To support data-driven decision-making, the district worked with Hanover to:

▶ Survey students, parents, and staff on the math program
▶ Survey teachers, instructional coaches, and administrators on literacy instruction
▶ Analyze student achievement data in math, reading, and ELA over a multi-year period

Using the recommendations provided in these studies, CSD made significant instructional changes, including:

▶ Implementing new curricula, along with assessment and intervention platforms
▶ Purchasing additional learning resources
▶ Implementing a multi-year professional development plan
▶ Investigating gaps and exploring new curricula through task forces and advisory groups
▶ Strengthening Tier-1 programming to build foundational skills
▶ Aligning supports across English language learner, special education, and multi-tiered systems of support

"We knew we needed a clear picture of our current math and ELA programs so we could help our students achieve more. The research with Hanover provided us with tools to rethink and rebuild our instructional capacity to ensure long-term student success."

— Dana Bedden, EdD, Superintendent

TREND 3: STUDENT VOICE AND BELONGING EMERGE AS CRITICAL ASPECTS OF AN INCLUSIVE LEARNING ENVIRONMENT

Determined to meet the needs of every child, districts strive to foster a greater sense of inclusion and belonging by empowering students.

1 in 4

The number of teachers who say they were told by school or district leaders to limit classroom conversations about political and social issues

81%

The percentage of teachers who say an emphasis on social-emotional well-being has a positive effect on engagement in their classrooms

57%

The percentage of secondary school students who report students at their school are bullied or harassed for their physical appearance more than a few times per year

3X

Black students are almost three times as likely to be cited for disciplinary infractions as white students and more than three times as likely to be suspended

As politics increasingly seeps into the discourse around K–12 education, students are feeling the effects, whether through restrictions on discussions of gender, newly banned books, or debate about how diversity, equity, and inclusion factor into curricula. In an increasingly polarized atmosphere, the idea of soliciting student voices can often seem like a risky endeavor, one that invites heated debate and potential to offend. But this only makes it more imperative that districts listen to student voices and better understand their perceptions and experiences.

Incorporating student voice leads to heightened feelings of self-worth and engagement, making it a critical component of helping students feel invested in their own learning. This is especially important for marginalized and historically underrepresented student populations, as it promotes empowerment through collective action. To increase opportunities for all student groups to feel heard, districts should look beyond quantitative data (such as test scores) and focus on examining the root causes of the trends they are observing in outcomes data. By collecting and consulting qualitative data gathered directly from students — via focus groups, classroom observations, or surveys, for example — leaders can better understand the issues affecting students and address them to support improved academic performance and school climate.

BARRIERS TO DIALOGUE

From mask mandates to elections to school safety, there's no shortage of complex issues contributing to a polarized atmosphere. Multiple states have introduced legislation banning certain terminology or operational practices, leading some students — particularly from marginalized groups — to feel excluded or to push back against restrictive policies.

REFRAMING DEI EFFORTS: COMMUNICATION IS KEY

Building a more inclusive system that supports open dialogue requires district and school leadership to be intentional about soliciting student voices. By asking for students' perspectives and what additional support they may need for success, districts can better understand a school's climate and culture — and even gather innovative suggestions to improve.

Districts must work to reframe diversity, equity, and inclusion (DEI) initiatives in a way that highlights their communities' shared values and establishes local terminology. Meanwhile, leaders must provide detailed guidance to teachers for having appropriate yet meaningful conversations with students. DEI committees and school boards may consider inviting student representatives, for example, while schools may set up affinity groups to promote student voices within a school. These efforts, however, must feel organic and allow participants the comfort to speak freely and honestly.

Sources: Hanover Research, Hanover Research, GoGuardian, RAND Corporation

Resistance from some community members over DEI programs may also make students from marginalized groups feel even more isolated and unheard. Meanwhile, as conversations grow more heated, many students hesitate to speak up. Fostering an open dialog, however, requires identifying, acknowledging, and addressing the factors that might prevent that dialog from happening and creating a safe place for meaningful discussions to occur.

TAKE ACTION

A positive school climate increases student and family engagement, teacher retention, and fosters effective leadership. District and school leaders should set the tone by making a concerted effort to ensure schools provide inclusive, safe, and welcoming environments in which all students feel respected, along with the opportunity to provide input. Surveys, student leadership positions, student inclusion in administrative teams, student-led newspapers, and participatory action research are productive avenues for students to share their voices and express their concerns. Doing so helps ensure that every child can pursue educational opportunities to their fullest potential.

RELATED READING

To learn more about developing an inclusive school climate, be sure to read:

- **The Current State of Diversity, Equity, and Inclusion,** a report that provides a framework for assessing and addressing inequities based on original research

- **The Current State of School Climate in Public Schools,** also based on original research, this report explores key challenges facing districts and their community members

- **A Positive K–12 School Climate Means Everyone Belongs,** a blog with tips to repair school climate and increase a sense of belonging

- **Best Practices for Elevating Student Voice,** strategies to increase student engagement and ensure historically underrepresented students have opportunities to self-advocate *(Hanover member-only access)*

- **Systematizing Climates that Elevate Student Voice, Safety, and Belonging,** a report on how addressing bullying and emotional safety is part of an equitable learning environment *(Hanover member-only access)*

≡WASA
EQUITY

SPOTLIGHT:
Washington Association of School Administrators (WASA)

To build district- and school-level structures that foster student voice, WASA wanted to share research-based strategies with their members. To that end, Hanover partnered with WASA to identify reasons why students do not report bullying and to uncover how schools can create climates that cultivate feelings of safety and belonging.

WASA shared the report, "Systematizing Climates that Elevate Student Voice and a Sense of Safety and Belonging" at their fall conference in 2022 to help district and school leaders learn about:

▸ Students' concerns regarding reporting bullying

▸ How policies, professional learning, and positive behavioral interventions and supports (PBIS) can support a positive school climate

▸ Best practices to build positive student-teacher relationships and student engagement in schools and classrooms

"The research highlights opportunities for our members to ensure students are heard and have opportunities to participate in school and district decisions. These are important efforts to continue progress toward creating a stronger sense of belonging for all students. That sense of belonging is essential in efforts to create more equitable learning environments."
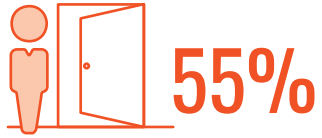
— Joel Aune, Executive Director

TREND 4: RECORD-HIGH TURNOVER CATALYZES STRONGER TEACHER RETENTION STRATEGIES

To retain teachers amid record-high turnover, districts must listen to and engage those who remain to ensure they are professionally satisfied and fulfilled in the classroom.

14

55%

The number of educators who say they plan to leave the profession sooner than planned because of the pandemic

9 in 10

The number of educators who experience burnout

52 hrs.

The average number of hours per week full-time public school teachers spent on school-related activities in 2020–21, compared to their contracts that require an average of 38 hours per week

93%

The percentage of educators who believe schools can address staff burnout by hiring more teachers

At least 300,000 public school teachers and other staff left the classroom between February 2020 and May 2022, according to data from the Bureau of Labor Statistics. Meanwhile, 44% of K–12 employees say they "always" or "very often" feel burned out at work, nationally outpacing all other industries. Still, many teachers — and especially those from underrepresented groups — say they would like to keep teaching, but that an environment rattled by an ever-growing range of challenges motivates them to leave.

This turnover is exacerbating the teacher shortages many districts were already experiencing before the pandemic and, as a result, making an already stressful job even more so. Even if teachers remain in their roles, their stress levels and burnout could have negative consequences not just for them, but also for student outcomes.

PROVIDING SUPPORT AND GUIDANCE

There's no question that teachers are managing a growing number of complex, urgent concerns: student behavioral challenges, health and safety issues, understaffed classrooms, long hours, and resistance to pandemic safety protocols among them. District leaders who support a positive school climate and provide appropriate training resources can help improve the likelihood of hiring and retaining high-quality, diverse teachers while easing the stress of these ongoing problems.

They must also provide appropriate resources for educators to remain prepared and grounded, even amid the unexpected. Not to be confused with surface measures such as yoga or free massages, these efforts should include professional development (such as social-emotional learning training) that deliver long-term benefits. Leaders may consider surveying staff to better understand where the greatest need exists.

Sources: National Education Association, National Education Association, National Center for Education Statistics, National Education Association

TAKE ACTION

Beset with so many challenges, districts continue to face substantial teacher and staff turnover. To turn the tide, leaders must guide with transparency and support frequent two-way communication across all levels of staff, particularly when tensions run high.

By trusting teachers to do their jobs with an appropriate amount of autonomy and ownership, celebrating staff "wins," and modeling respect toward students, employees, and families, leaders' actions can produce an environment where teachers thrive and want to stay.

RELATED READING

To read more about teacher retention and well-being, be sure to check out the following:

- **Measuring and Supporting Teacher Well-Being,** a webinar hosted in association with the Association of Latino Administrators and Superintendents (ALAS) with best practices to support staff well-being and retention

- **Staff Well-Being Check-in Toolkit,** a toolkit to recognize teacher burnout and mitigate job-related stress before it's too late

- **Reduce Your Teacher Shortage with a Stronger School Climate,** a blog with actionable advice for K–12 leaders

- **Inclusive Recruitment and Retention Practices,** a guide to attracting and retaining a high-quality, diverse teacher workforce

SPOTLIGHT:
Rockdale County Public Schools

Rockdale County Public Schools in Georgia is committed to retaining high-quality teachers. In 2021 and 2022, the district partnered with Hanover to survey staff to gather insights about conditions that might increase retention and evaluate their interest in several current staff programs.

The Motivations of Teacher Retention survey gathered perceptions of over 600 current instructional staff on the recruitment process, benefits, compensation, and leadership. Rockdale used the results of the survey to make key decisions about improving staff retention and maximizing the support provided to current staff. Some of these changes included:

- Increased salary
- Increased/updated staff benefits
- Improved leadership training and support
- Continually working to improve benefits for staff

"Having data to support budget decisions ensures Rockdale County Public Schools continues to support teachers in the areas that are important to them."

— Kim McDermon, Chief Human Resources Officer

TREND 5: PROTECTING STUDENT WELL-BEING DEMANDS SYSTEMIC SUPPORT

With children facing a broad array of challenges and traumas, districts and schools focus on creating a climate that fosters a "whole-child" approach to student well-being.

37%
The percentage of high school students who felt their mental health was "not good" most of the time or always during the COVID-19 pandemic

16%
The percentage of students who are confident about their school's ability to support their mental health and emotional needs

54%
The percentage of parents who agree their child's school provides enough resources for students' mental health and well-being

7 in 10
The number of public schools reporting an increase in the percentage of their students seeking mental health services at school since the start of the pandemic

Today's K–12 students are living in a complex reality: Even as they continue recovering from the hardship, isolation, and uncertainty brought on by the pandemic, they also face ongoing concerns around school violence, bullying, and rising rates of mental health concerns, including anxiety and depression. Taken in combination, it's no surprise that students' emotional distress is affecting academic outcomes as well. More school and district leaders are seeing the need to listen to students and provide appropriate opportunities for them to share their experiences and describe how the current climate is affecting them.

CARE FOR THE WHOLE CHILD

Times of crisis can have a detrimental impact on school climate, with students facing a greater risk of negative emotional responses that can interfere with both their learning and their daily lives. As a result, districts are exploring what it means to care for the "whole child." Doing so requires a systemic approach, one that empowers students to be who they are and explore who they want to be.

This important work extends beyond communicating and incorporating social-emotional learning basics in the classroom. It must also cover the spectrum of students' mental and physical well-being, including their general wellness, to help work toward recovery and normalcy in the years ahead. Meeting these needs with a transparent, holistic approach can improve school climate.

TAKE ACTION

Educational leaders can implement policies, strategies, programs, and systems that give students voice and agency by adopting best practices such as:

- Using multiple strategies to elicit student voice across the school and district.

- Ensuring students are included in student voice initiatives that reflect the diversity of the student body.

- Incorporating student voice into accountability measures, such as including student voice metrics in climate surveys.

Sources: Centers for Disease Control and Prevention, Hanover Research, National Center for Education Statistics, Hanover Research

RELATED READING

To learn more about supporting student well-being, be sure to check out the following resources:

- **The State of Social-Emotional Learning in K–12 Public Schools,** a research-backed report for districts to understand perceptions of SEL competency and gaps to target

- **The Current State of School Climate in Public Schools,** also based on research, this report explores key challenges facing districts and their community members

- **Fostering Student Well-Being with Programs That Work,** a webinar that explains how to develop programs that tackle academic recovery and support mental health

- **K–12 Student Well-Being Program Evaluation Checklist,** a template to help K–12 leaders apply a systematic, evidence-based approach to student well-being

- **National Mental Health and Wellbeing Needs Assessment Survey,** which measures wellness self-perceptions and identified needs among secondary students

SPOTLIGHT:
Snowline Joint Unified School District

To combat some of the challenges brought on by the COVID-19 pandemic, Snowline JUSD in California developed a districtwide health and wellness plan. In addition to hiring three health and wellness specialists and two additional social workers, the district engaged in several practices to support students' social-emotional, mental, and physical wellness:

- ▸ Enhanced counseling, mental health interventions, trauma support, and before- and after-school services
- ▸ In-depth interviews and focus groups on student perceptions of bullying
- ▸ An annual climate and wellness survey to measure changes over time
- ▸ A Virtual Wellness and Relaxation Center to help students, staff, and families access tools and strategies to manage emotions positively

"At our leadership retreat this summer with 40 of our school and department leaders, we used Hanover data to drive the spirit and theme of the day to further our health and wellness plan. We are confident that the steps we're taking to support both academic learning and social-emotional development will continue to lead to significant improvements in our students' educational outcomes and increases in success throughout their lives."

— Ryan Holman, EdD, Superintendent

CONCLUSION

Even as they try to make sense of so many challenges and setbacks, district leaders are pushing forward and striving to turn the tide. Around the nation, districts are faced with tackling short-term hurdles while looking to the future with greater flexibility and empathy. Addressing these concerns is critical if schools hope to stem historic levels of teacher turnover, improve the well-being of students and teachers, and successfully achieve academic recovery.

As schools adapt and persevere, they understand that strategic action is necessary to preserve effective learning and staffing levels. With a long-term focus on mental health and school climate, districts are striving to ensure a safe, equitable environment for students. And by providing additional training and wellness resources for educators, leaders can help to calm the chaos of the past three years.

There is hope on the horizon, and preparedness can help districts' optimism become a reality. Leaders that dig deep to update strategic plans, improve school climate, and foster equity and inclusion will be strongly positioned to navigate the years ahead. They must continue looking forward, knowing that a strong road map will help them stay the course.

Leaders that dig deep to update strategic plans, improve school climate, and foster equity and inclusion will be strongly positioned to navigate the years ahead.

☑ **How will today's challenges affect your district's tomorrow?**

Learn how Hanover can help school and district leaders make future-focused decisions with tailored research and data analysis.

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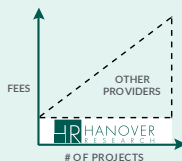
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